

LOCKPORT CITY SCHOOL DISTRICT ELA 5 UNIT 1 AND 4 TIMED WRITING TASK

Name: _____ Grade: _____ Teacher: _____

IDEAS	WRITER'S VOICE	ORGANIZATION
EXPERIENCED __3__ My SUMMARY is highly descriptive and hooks a reader. The message in my SUMMARY is meaningful and focused. I include two or more main ideas from the texts that I read. I include two more details from the texts I read.	EXPERIENCED __3__ It's clear that I know my stuff, because I have included so many details. This helps readers trust me. My tone is the perfect fit for my topic, my purpose, and my audience.	EXPERIENCED __3__ I introduce my topic clearly, group related information together, build my topic with facts, definitions and concrete details, and I link ideas together using transitions. I have a purposeful conclusion.
DEVELOPING __2__ My SUMMARY is descriptive. My message in my SUMMARY is taking shape, but I'm still not completely clear about what it might be. I include at least one main idea from the texts I read. I include at least one detail from the texts I read.	DEVELOPING __2__ I know a good amount about my topic. I include enough details. My tone is a good fit for my topic, my purpose, and my audience.	DEVELOPING __2__ A clear topic is beginning to emerge in my writing, most of my details are grouped together well, and I include some definitions and facts. I attempt to use transitions, and I tried to develop a conclusion.
BEGINNING __1__ My SUMMARY is vague. I am still learning about my topic. I'm still figuring out what the main topic and important details should be. Missing details might make it hard for my reader to learn from my answer.	BEGINNING __1__ I am not yet sure what tone I should take with this piece.	BEGINNING __1__ My writing may confuse a reader other than me. My topic is unclear, the body of my work may be jumbled, or my conclusion might be rushed or missing. It is hard for my reader to know what I learned from my reading.

DOCUMENT T-R

CCLS: RI.5.2, RI.5.10, W.5.7, W.5.2a-e

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
EXPERIENCED __3__ I use sophisticated words. My readers are able to see, feel, and hear exactly what I intended them to. The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.	EXPERIENCED __3__ My writing is meant to be read aloud. It sounds wonderful! I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.	EXPERIENCED __3__ My writing is nearly free of all errors in spelling, punctuation, and mechanics.
DEVELOPING __2__ My writing includes grade-appropriate words. I take risks that enable me to try new words My words may not capture my reader's attention, and they may not be striking or specific to my purpose, but they get the job done.	DEVELOPING __2__ My writing is predictable. When I read it aloud, it sounds like a report. Most of my sentences follow the same pattern.	DEVELOPING __2__ My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.
BEGINNING __1__ My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not yet be able to see, hear, or feel what I intend them to. I use some of my favorite words over and over again.	BEGINNING __1__ My writing is difficult to read and understand. This makes it hard to read aloud. I have a hard time telling where sentences start and stop. There are fragments and run-ons.	BEGINNING __1__ Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.